Table 1: A model of metadiscourse in academic texts.

Category	Function	Examples
Interactive resources	Help to guide reader through the text	
Transitions	express semantic relation between main clauses	in addition/but/thus/ and
Frame markers	refer to discourse acts, sequences, or text stages	finally/to conclude/my purpose here is to
Endophoric markers	refer to information in other parts of the text	noted above/see Fig/in section 2
Evidentials	refer to source of information from other texts	according to X/(Y, 1990)/Z states
Code glosses	help readers grasp functions of ideational material	namely/e.g./such as/in other words
Interactional resources	Involve the reader in the argument	
Hedges	withhold writer's full commitment to proposition	might/perhaps/possible/ about
Boosters	emphasize force or writer's certainty in proposition	in fact/definitely/it is clear that
Attitude markers	express writer's attitude to proposition	unfortunately/I agree/ surprisingly
Engagement markers	explicitly refer to or build relationship with reader	consider/note that/you can see that
Self-mentions	explicit reference to author(s)	I/we/my/our